

# Everybody's clucking about it.

Join Target and the Library of Michigan for the Michigan Reads! One State, One Children's Book program. We're inviting everyone in Michigan to share the adventures of *Big Chickens*.

Programming and Resource Guide  
September 2007







**ONE STATE, ONE BOOK.**  
LIBRARY OF MICHIGAN

**This Programming and Resource Guide has been created for the purpose of offering up ideas and suggested activities to accompany the Michigan Reads! 2007 One State, One Children's Book program. Since we are covering such a broad age range of children, it is important for us to stress that librarians, teachers, caregivers, and parents must make the final judgment call as to what is safe and developmentally appropriate for the child or children with whom they are working.**

**Library of Michigan presents...**  
**Michigan Reads!**

**Programming and Resource Guide**

Written by Gari Stein

*Edited by the 2007 Michigan Reads! Committee:*  
Sheryl Mase, Kate Nicholoff, Angela Semifero, Nichole Welz

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# Introduction

The Michigan Reads! 2007 book, *Big Chickens*, written by Leslie Helakoski and illustrated by Henry Cole, is a somewhat silly story of serious fun. The ways in which the chickens meet their challenges head on with perseverance and determination to problem solve are grand lessons in bravery for us all, whether young or young at heart. The use of repetition, “what ifs,” alliteration and rhyme will immediately hold the reader captive until the surprise ending turns trepidation into big smiles and sighs of relief.

Michigan Reads! is a program of the Library of Michigan, sponsored by the Library of Michigan Foundation in partnership with Target Stores. This programming and resource guide has been developed to help caregivers, librarians, and teachers provide many different types of activities to support children and their families in early childhood literacy. Remember to add your own ideas, adapt an activity to suit your needs and be creative. Many activities will involve singing and dancing with the children. This may not be in your job description, but you can do it!

## Did You Know...?

- Children who know 8 nursery rhymes by age 4 are better readers by age 8. (*Mem Fox*)
- Children who can think clearly are often able to write well. (*Jane Healy*)
- Children do not acquire knowledge through verbal abstractions but through activities that require active learning. (*Katalin Forria*)
- Music is the instinctive language of the child and the younger the child, the more he/she requires movement. (*Zoltan Kodaly*)
- Great experiences with art deepen who we are and our sensitivity. (*Gari Stein*)
- Music is the chocolate cookie of life. (*Paul Lehman*)
- Everyone likes music because it allows us to have feelings no other thing allows us to have. (*Leonard Bernstein*)
- Music enhances literacy by giving children vocabulary ideas, enriches the learning environment and deepens the meaning of words, helps imagination to run free. (*Lillie Feierabend*)
- We can make our contribution to humanity by encouraging our people to sing. (*Weston Noble*)
- Children who are read to 3 times a week or more do much better in later development than children who are read to less than 3 times a week. (*American Library Association Early Literacy Initiative*)
- Einstein was a kinesthetic learner. 85% of people are kinesthetic learners. (*Rita & Kenneth Dunn*)

# Background Information on Early Childhood Literacy

## Emergent or Early Childhood Literacy

Emergent literacy is what children know about reading and writing before they can actually read or write. Young children's emergent literacy skills are the building blocks for later reading and writing. Children learn these skills before they start school, beginning in infancy. From birth throughout the preschool years, children develop knowledge of spoken language, the sounds that form words, letters, writing and books. These are often the beginning of the abilities that children need to be able to learn to read and write in school.

## Reading Relationships

According to the American Library Association, several studies point to a relationship between shared book reading and the emotional development of young children. A simple picture book can help strengthen attachment and enhance the bond between baby and caregiver.

In her book, *Radical Reflections*, Mem Fox also emphasizes the correlation between “learning to read and learning to love reading owing a great deal to the nature of the human relationships that occur around and through books.” Fox suggests, “If a child were experiencing difficulty in learning to read, we might discover a difficulty in the nature of the relationship between the child, the older reader, and the books they were attempting to read together.”

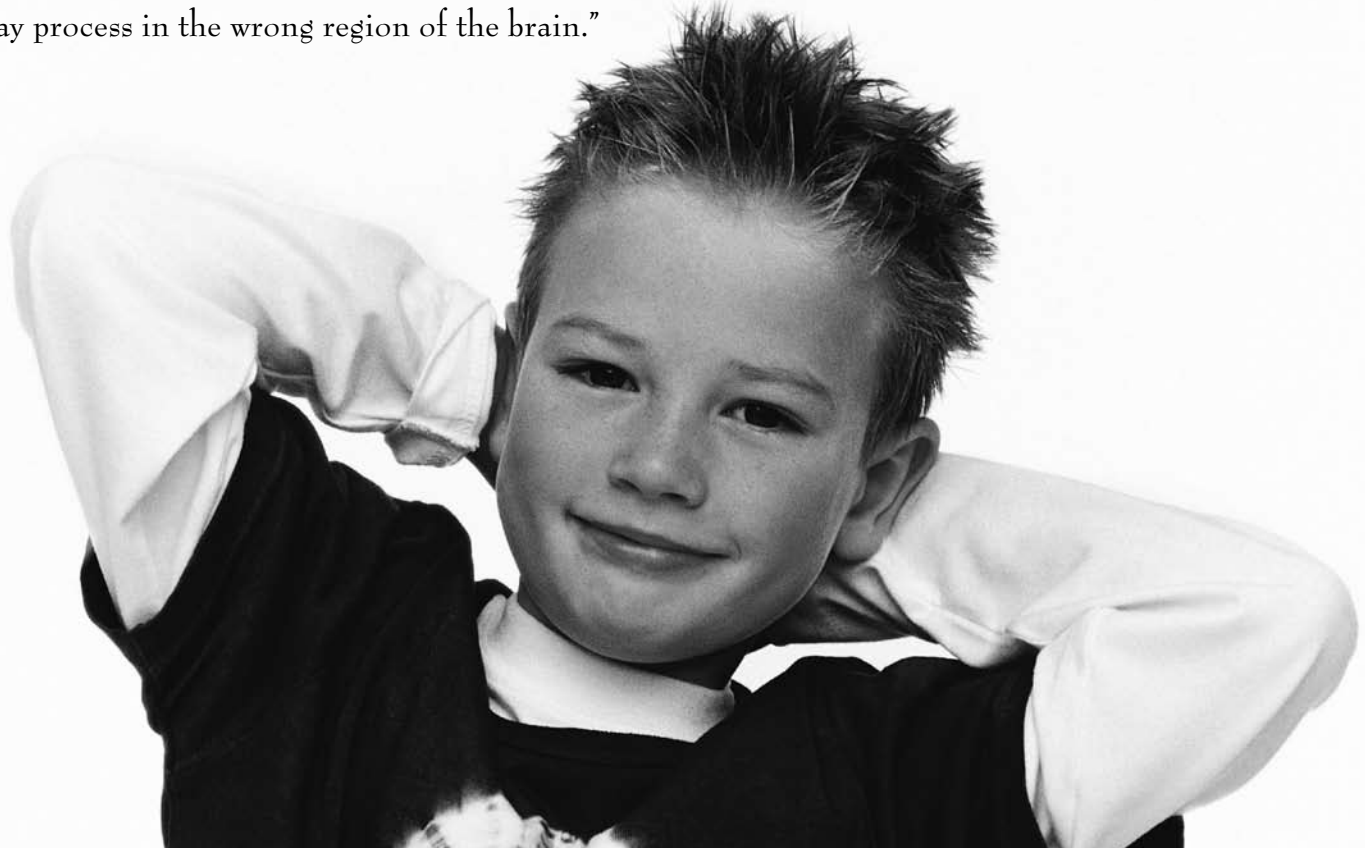
Fox also writes about the relationship between the child and the book. “It's the sparks in the relationship between a child and a book that create the fire of literacy...one of the most important tasks that we have in the development of literacy is to have books available that children absolutely adore.”

## Dialogic Reading

According to the American Library Association, how we read to young children is as important as how frequently we read to them. Through the method of dialogic reading we help children become actively involved, telling the story, as the adult becomes the listener, the questioner, the audience. Recommended for children who are talkers but not yet pre-readers, it is based on three main techniques, asking “what” questions, open-ended questions and expanding upon what the child says.

## Ready to Read

Some of the latest media may influence adults to attempt to push a child to read too early. “Reading too early puts stress on the eyes and causes other potential damage.” Chris Brewer and Don Campbell state in their book *Rhythms of Learning*, that “emphasis on early acquisition of reading, writing, math and other symbol systems may actually cause children to develop awkward and inappropriate methods of understanding these symbols...if this information is given to children before their brains are ready, it may process in the wrong region of the brain.”



## What Librarians Can Do

As part of story time, librarians have a unique opportunity to communicate with caregivers about their role in the early literacy development of their children by providing information and the tools to help them in this role.

- Display a variety of books/CDs.
- Give families handouts to continue activities at home and provide translations in other languages when applicable.
- Learn children's names and use them in songs and games.
- Provide age appropriate activities keeping attention span in mind.
- Have time for adults and children to explore books together.

Communicate to parents/caregivers...

- the importance of reading to children.
- literacy skills develop before children are in school.
- that young children have short attention spans.
- to seize the moment and share activities frequently for short amounts throughout the day.
- that children have more time at home to repeat favorite activities.
- when children see caregivers reading they are more likely to become readers. (Seeing you read is very powerful!)



## What Teachers Can Do

- Provide opportunities for children to develop relationships with books
- Make music and poetry a daily part of the curriculum
- Determine that activities are always age appropriate
- Send activities sheets home for families
- Have clipboards available around the room for children, even toddlers, to dictate stories and make them into individual books with children adding illustrations
- Play word games, saying one syllable of a word and having children guess the word
- Ask questions about pictures
- Help children retell stories

## What Parents/Caregivers Can Do

- Make space and time to snuggle over a book
- Read to your children throughout the day
- Sometimes have conversations about the pictures i.e. what is this, what do you think they are doing
- Go to story time at the library
- Explore the library and look at all kinds of books
- Let children read to you, even if pretend
- Find everything in the house that begins with a specific sound
- Suggest children talk about the book
- Write down children's stories to make books
- Provide art materials to illustrate books



## **Six Skills Needed Before Learning to Read\***

### **1. Print Motivation**

...having an interest in and an enjoyment of books

### **2. Phonological Awareness**

...the ability to hear and play with smaller sounds in words; includes activities that work with rhyming words, syllables and initial sounds

### **3. Vocabulary**

...knowing the names of things

### **4. Narrative Skills**

...the ability to describe things and events and to tell stories

### **5. Print Awareness**

...noticing print in the environment, knowing how to handle a book and understanding how to follow the words on a page

### **6. Letter Knowledge**

...knowing that letters are different from each other, that the same letter can look different and that each letter has a name and is related to specific sounds

*\*Literacy information is used with permission from the American Library Association Early Literacy Initiative and Every Child Ready to Read.*

# The Role Music Plays in Promoting Early Childhood Literacy

It would be impossible to write anything about early literacy without including music and movement as a contributing factor. Music literacy starts in the womb and has a great impact on word literacy. Children are born, seemingly pre-wired for music. They enter the world ready and expecting to move. And that is how they learn. Research tells us that “rhythmic and melodic dialogue begin in the birthing room...music is meaningful to very young and motivates them to participate physically, emotionally and cognitively.” (Custedero, Lori A. (2002) *The Musical Lives of Young Children: Inviting, Seeking, and Initiating* (pp.4-9) Washington DC: Journal of ZERO TO THREE, Vol 23. No. 1)

## Musically Speaking

- Exposure to classical music can stimulate brain development and connections responsible for many kinds of learning. (*NU Study*)
- Combining language with movement increases cognition 90%. (*Pat Wolfe*)
- Swinging, rocking, vestibular activity is related to the highest level of thinking. (*Joan Firestone*)
- What makes us move makes us think-movement builds the framework for cognition & brain development. (*Jean Blaydes-Madigan*)
- Singing & listening to nursery songs, folk songs, and jingles can extend and develop vocabulary and comprehension skills. (*Kantaylieni Hill-Clarke & Nicole Robinson*)
- Children with a strong sense of beat are more likely to be strong readers. (*Marie Hopper*)
- Movement nourishes and stimulates the brain. (*Don Campbell*)
- Literacy learning occurs by children actively making music through singing, moving, playing instruments, improvising, composing and listening. (*Melanie M. Willmann*)
- All seven intelligences investigated by Howard Gardner are used in the playing of a singing game. (*Alan Strong & Mary Ann Nolterick*)
- When hands are activated, as in tapping or the use of rhythm instruments, there is more effective learning. (*Chris Brewer & Don Campbell*)

## Music and Language Development

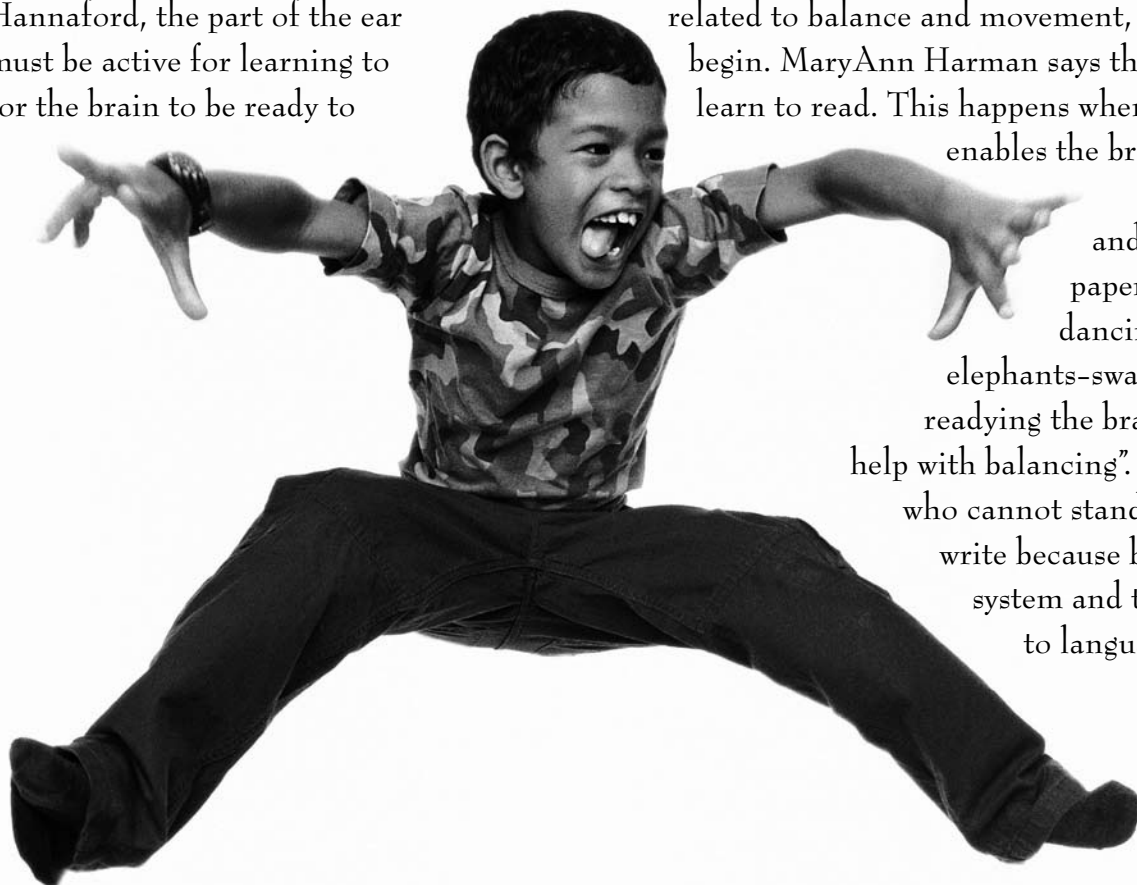
A recent study published by Northwestern University found that “receiving musical training early in life enhances long-term language learning and improves the mind’s ability to decipher sound.” “Any type of activity where the kid is actually engaged in music we hypothesize will support neural development and will result perhaps in better language abilities... The earlier you get the auditory influence of musical training the better the outcome.”

## Moving to Learn

Children are born ready to move. That is how they learn and music stimulates the best kinds of movement. According to C. Hannaford, the part of the ear must be active for learning to for the brain to be ready to

related to balance and movement, which is called the vestibular system, begin. MaryAnn Harman says that, “cross lateral movement is necessary learn to read. This happens when babies are learning to crawl and it enables the brain to cross the mid-section.

This ability is necessary for reading and writing to go from one side of the paper to the other. Tapping rhythms sticks, dancing with scarves, walking like elephants-swaying trunks and windmills all are readying the brain for reading. These activities can also help with balancing”. C. Hannaford also tells us that children who cannot stand on one foot probably can’t read and write because balance is the result of a strong vestibular system and the vestibular system is strongly related to language abilities.





## **Listening and Learning**

Paul Madaule of the Listening Centre in Toronto tells us, “that in order to read and write well, one needs not only good control of language, but also good control of the body and both of these systems are regulated by the ear”. His book is based on the work of Alfred Tomatis who discovered that “the voice only represents what the ear can hear”. Their work has done much to help children and adults with developmental delays and disabilities that include attention deficit disorder and autism. Their interventions implement musical activities that encourage active listening skills.

# Connecting with Literacy Birth to 2nd Grade

## Infants

It is never too early to start reading and singing to young children. Research shows the onset of shared reading is important and has been shown to be a strong predictor in young children's language abilities. Hearing rhymes helps develop phonemic awareness, an important pre-reading skill. The significant caregiver is the best "teacher" to start children on the road to lifelong literacy. The physical closeness of the little one's head to the grown-up's heart is unmatched for establishing the critical adult-child bond.

### Selecting and Reading Books

- small, cloth, vinyl, especially hardcover
- simple pictures, bold and contrasting pictures, either black and white or contrasting bright colors
- simple words or phrases
- rhythmic, nursery rhymes or short verses
- little text per picture
- use expressive narration

### Simple Beginnings (suggestions)

- Alexander, Martha G. *"A" you're adorable*. New York: Scholastic, [1999], c1994
- Henderson, Kathy, Carol Thompson, illus. *Bumpety bump*. Cambridge, Mass.: Candlewick Press, 1996
- Hindley, Judy, Brita Granstrom, illus. *Eyes, nose, fingers & toes: a first book about you*. Published by the author. [2004]
- Murphy, Mary. *I kissed the baby*. Cambridge, Mass.: Candlewick Press, 2005, c2003.
- Oxenbury, Helen. *All fall down*. New York: Little Simon, 1999, c1987
- ---, *Clap hands*. New York, Little Simon, 1999
- ---, *Say goodnight*. New York: Little Simon, 1999, c1987
- Schwartz, Betty Ann, Dona Turner, illus. *What makes a rainbow?* Santa Monica, Calif.: Piggy Toes Press, c2000
- Taylor, Ann, Marjorie van Heerden, illus. *Baby dance*. [New York]: HarperFestival, c1999

# Toddlers

Toddlers are beginning to understand the difference between text and pictures and enjoy books about familiar experiences and feelings. According to the American Library Association, picture book reading provides children with many literacy skills. Toddlers are very busy exploring their universe and the word *sit* is usually not part of their vocabulary.

## Selecting and Reading Books

- simple rhymes and text, predictable words and sounds to repeat and anticipate
- simple sentences about their lives
- stories about their development
- extending understandings, expanding vocabulary
- reader points out pictures and text

## Books to Sing

- Appelt, Kathi, Jane Dyer, illus. *Oh my baby, little one*. San Diego: Harcourt, 2000.
- Fox, Mem, Jane Dyer, illus. *Time for bed*. San Diego: Harcourt Brace Jovanovich, c1993.
- Martin, Bill, Jr. and John Archambault, James Endicott, illus. *Listen to the rain*. New York: H. Holt, c1988.
- Martin, Bill, Jr., Eric Carle, illus. *Brown bear, brown bear, what do you see?* New York: Holt, Rinehart, and Winston, c1983
- Steer, Dugald, Derek Matthews, illus. *Snappy little farmyard: spend a day down on Snappy Farm*. San Diego, CA: Silver Dolphin Books, [2002]
- Williams, Sue, Julie Vivas, illus. *I went walking*. San Diego: Harcourt Brace, 1996.

# Preschoolers

Preschoolers can focus their attention to listen to longer stories. Some are beginning to write their names. They enjoy making up stories and are ready for more creative experiences. You can start using sound effects and instrumentation to enhance their reading enjoyment and comprehension.

## Preschoolers often...

- enjoy listening to and discussing storybooks.
- understand that print carries a message.
- engage in reading and writing attempts.
- identify labels and signs in their environment.
- participate in rhyming games.
- identify some letters and make some letter-sound matches.

## Story Books

- Chaconas, Dori, Stephen T. Johnson, illus. *On a wintry morning*. New York: Viking, 2000
- Cooke, Trish, Paul Howard, illus. *Full, full, full of love*. Cambridge, Mass.: Candlewick Press, 2003
- ---, Helen Oxenbury, illus. *So much*. Cambridge, Mass.: Candlewick Press, 1994
- Isadora, Rachel. *Peekaboo morning*. New York: G.P. Putnam's Sons, c2002
- Meyers, Susan, Marla Frazee, illus. *Everywhere babies*. San Diego: Harcourt, c2001
- Shaw, Nancy (Nancy E.), Howard Fine, illus. *Raccoon tune*. New York: H. Holt, 2003
- Taback, Simms. *Joseph had a little overcoat*. New York: Viking, 1999
- Wild, Margaret, Julie Vivas, illus. *Our Granny*. New York: Ticknor & Fields, 1994, c1993

# Kindergarten to Second-Grade

Kindergarteners to 2<sup>nd</sup> graders are ready and willing for any adventure. They are beginning to write stories, keep journals and create plays. Opportunities for creative writing and movement are endless and should be a daily part of their literacy program.

## Suggestions

- retell simple narrative stories
- use descriptive language to explain and explore
- recognize letters and letter-sound matches
- show familiarity with rhyming and beginning sounds
- begin to write letters of the alphabet

## Sing and Skip

- Beaumont, Karen, David Catrow, illus. *I ain't gonna paint no more!* Orlando, Fla.: Harcourt, c2005
- Jones, Melanie Davis, Bob Staake, illus. *Pigs rock*. New York: Viking, 2003
- Lass, Bonnie and Philemon Sturges, Ashley Wolff, illus. *Who took the cookies from the cookie jar?* Boston: Little, Brown, c2000
- Martin, Bill, Jr., Vladimir Radunsky, illus. *The Maestro plays*. New York: H. Holt, c1994
- Maxner, Joyce, William Joyce, illus. *Nicholas Cricket*. [New York]: Harper & Row, c1989
- Millen, C.M., Holly Meade, illus. *Blue bowl down*. Cambridge, MA: Candlewick Press, 2004
- Mitton, Tony, Guy Parker-Rees, illus. *Down by the cool of the pool*. New York: Orchard Books, 2002
- Olson-Brown, Ellen and Brian Claflin, Jeff Ebbeler, illus. *Bake you a pie*. Berkeley, Calif.: Tricycle Press, 2006
- Raschka, Chris. *Charlie Parker played bebop*. New York: Orchard Books, c1992
- Weatherford, Carole Boston, Laura Freeman, illus. *Jazz baby*. New York: Lee & Low Books, c2002

# More Book Suggestions for Mixed Ages

## Simple Sounds

- Ayliffe, Alex. *Slither swoop, swing*. New York: Viking, 1993
- Bronzaft, Arline L., *Listen to the raindrops*. New York: League for the Hard of Hearing, 2000
- Fleming, Denise. *Barnyard banter*. New York: Holt, c1994
- ---- *In the tall, tall grass*. New York: H. Holt, c1991
- Grossman, Bill, Kevin Hawkes, illus. *My little sister ate one hare*. New York: Crown Publishers, c1996
- Roberts, Sheena, Siobhan Bell, illus. *We all go traveling by*. Barefoot Books, (March 2005)
- Shapiro, Arnold L., Tomie dePaola, illus. *Mice squeak, we speak*. New York: G.P. Putnam, c1997

## Sing-A-Long

- Cabrera, Jane. *Over in the meadow*. New York: Holiday House, 2000
- Kellogg, Steven. *A-hunting we will go!* New York: Morrow Junior Books, c1998
- Loesser, Frank, Rosemary Wells, illus. *I love you a bushel and a peck*. New York: HarperCollins, 2005
- Long, Sylvia. *Twinkle, twinkle, little star: a traditional lullaby*. San Francisco: Chronicle Books, 2001
- Luders, Mary, Geoffrey Hayes, illus. *The ants go marching*. New York: HarperFestival, c1999
- Paparone, Pamela. *Five little ducks*. New York: North-South Books, 2005
- Sweet, Melissa. *Fiddle-I-Fee*. Boston: Little, Brown, c2002
- Trapani, Iza and Bob Merrill. *How much is that doggie in the window?* New York: Whispering Coyote, 2001, c1997
- Trapani, Iza. *Row, row, row your boat*. Dallas, Tex.: Whispering Coyote Press, c1999
- ---, *Shoo Fly*. Watertown, MA: Whispering Coyote, c2000

## Poetry & Rhyme

- Agell, Charlotte. *Dancing feet*. San Diego: Harcourt Brace, c1994
- Bloss, Joan W., Hans Poppel, illus. *A seed, a flower, a minute, an hour*. New York: Simon & Schuster Books for Young Readers, c1992
- Degen, Bruce. *Jamberry*. New York, N.Y.: Harper & Row, c1983
- Greenfield, Eloise, Jan Spivey Gilchrist, illus. *Water, Water*. New York: HarperFestival, c1999
- Milne, A.A., E.H. Shepard, illus. *The world of Christopher Robin; the complete When we were very young and Now we are six*. [New York]: Dutton, [1958]
- Rink, Cindy. *Where Does the Wind Blow?* Nevada City, CA: Dawn Publications, c2002
- Wood, Audrey. *Silly Sally*. New York: Scholastic Inc., 1998, c1992

## Bring out the Instruments

- Guthrie, Woody, Vladimir Radunsky, illus. *Bling blang*. Cambridge, Mass: Candlewick Press, 2000
- Hennessy, B.G., Mary Morgan, illus. *Jake baked the cake*. New York: Viking Penguin, c1990
- Van Laan, Nancy, George Booth, illus. *Possum come-a-knockin'* New York: Knopf, c1990
- Williams, Linda, Megan Lloyd, illus. *The little old lady who was not afraid of anything*. New York: HarperCollins, c1986
- Deming, A.G., Monica Wellington, illus. *Who is tapping at my window*. New York: Dutton, [1988]

## Stretch

- Carle, Eric. *From head to toe*. [New York]: HarperCollins, c1997
- Carr, Rachel E., Don Hedin, illus. *Be a frog, a bird, or a tree; Rachel Carr's creative yoga exercises for children*. Garden City, N.Y.: Doubleday, [1973]
- Cronin, Doreen, Scott Menchin, illus. *Wiggle*. New York: Atheneum Books for Young Readers, c2005
- London, Johathan, Michael Rex, illus. *Wiggle waggle*. San Diego: Harcourt Brace, c1999
- Marzallo, Jean, Jerry Pinkney, illus. *Pretend you're a cat*. New York: Dial Books for Young Readers, c1990

## Lends to Movement

- Brown, Margaret Wise, Clement Hurd, illus. *The runaway bunny*. New York: Harper & Row, [1972, c1942]
- Campbell, Rod. *Dear zoo*. New York: Four Winds Press, 1983, c1982
- Carle, Eric. *Papa, please get the moon for me*. [U.S.A.]: Picture Book Studio USA; Natick, Mass.: Distributed by Alphabet Press, c1986
- Ehlert, Lois. *Waiting for wings*. San Diego: Harcourt, 2001
- Faulkner, Keith, Jonathan Lambert, illus. *Wide mouthed frog*. New York: Dial Books for Young Readers, c1996
- Ginsburg, Mirra, Jose Aruego and Ariane Dewey, illus. *Mushroom in the rain*. Adapted from the Russian of V. Suteyev. New York: Macmillan Pub. Co., [c1974]
- Kalan, Robert, Byron Barton, illus.. *Jump frog jump!* New York: Greenwillow Books, c1981
- London, Johnathan, Frank Remkiewicz, illus. *Froggy gets dressed*. New York, N.Y., U.S.A.: Viking, 1992

## Goodnight

- Blos, Joan, Stephen Lambert, illus. *Bedtime!* New York: Simon & Schuster Books for Young Readers, 1998
- Brown, Margaret Wise, Garth Williams, illus. *Home for a bunny*. New York: Random House, 2003
- Buller, Jon and Susan Schade, Bernadette Pons, illus. *I love you, good night*. New York: Little Simon, 2006
- Fox, Mem, Jane Dyer, illus. *Time for bed*. San Diego: Harcourt Brace Jovanovich, c1993
- London, Jonathan, Michael Rex, illus. *Snuggle wuggle*. San Diego: Silver Whistle, 2000
- ---, Karen Lee Schmidt, illus. *What do you love*. New York: Silver Whistle/Harcourt Brace, c2000
- Long, Sylvia. *Hush little baby*. San Francisco: Chronicle Books, c1997
- Simmons, Jane. *Go to sleep, Daisy*. Boston, MA: Little, Brown, c1999
- Vestergaard, Hope, Margie Moore, illus. *Hillside lullaby*. New York: Dutton Children's Books, c2006
- Wood, Don and Audrey Wood. *Piggies*. Orlando: Harcourt, 1996, c1991



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- ---, *The dominance factor: how knowing your dominant eye, ear, brain, hand & foot can improve your learning*. Arlington, VA: Great Ocean Publishers, c1997
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- Gordon Institute of Music Learning [www.giml.org/home.php](http://www.giml.org/home.php)
- Zero to three: National Center for Infants, Toddlers and Families. [www.zerotothree.org/site/PageServer](http://www.zerotothree.org/site/PageServer)
- WeJoySing, Inc. [www.wejoysing.com](http://www.wejoysing.com)
- Organization of American Kodaly Educators [www.oake.org](http://www.oake.org)

- The Listening Centre: Training listening with music and voice. [www.listeningcentre.com](http://www.listeningcentre.com)
- Montgomery County Public Libraries. [Link to kidsite]  
<http://www.montgomerycountymd.gov/lkstmpl.asp?url=/content/libraries/kidsite/kidsite.asp>
- American Orff-Schulwerk Association: Music and movement education [www.aosa.org](http://www.aosa.org)
- Geri Stein's Sing with Me! Sing a long and dance a long [www.little-folks-music.com](http://www.little-folks-music.com)

# Activities to Extend the Concepts in *Big Chickens*

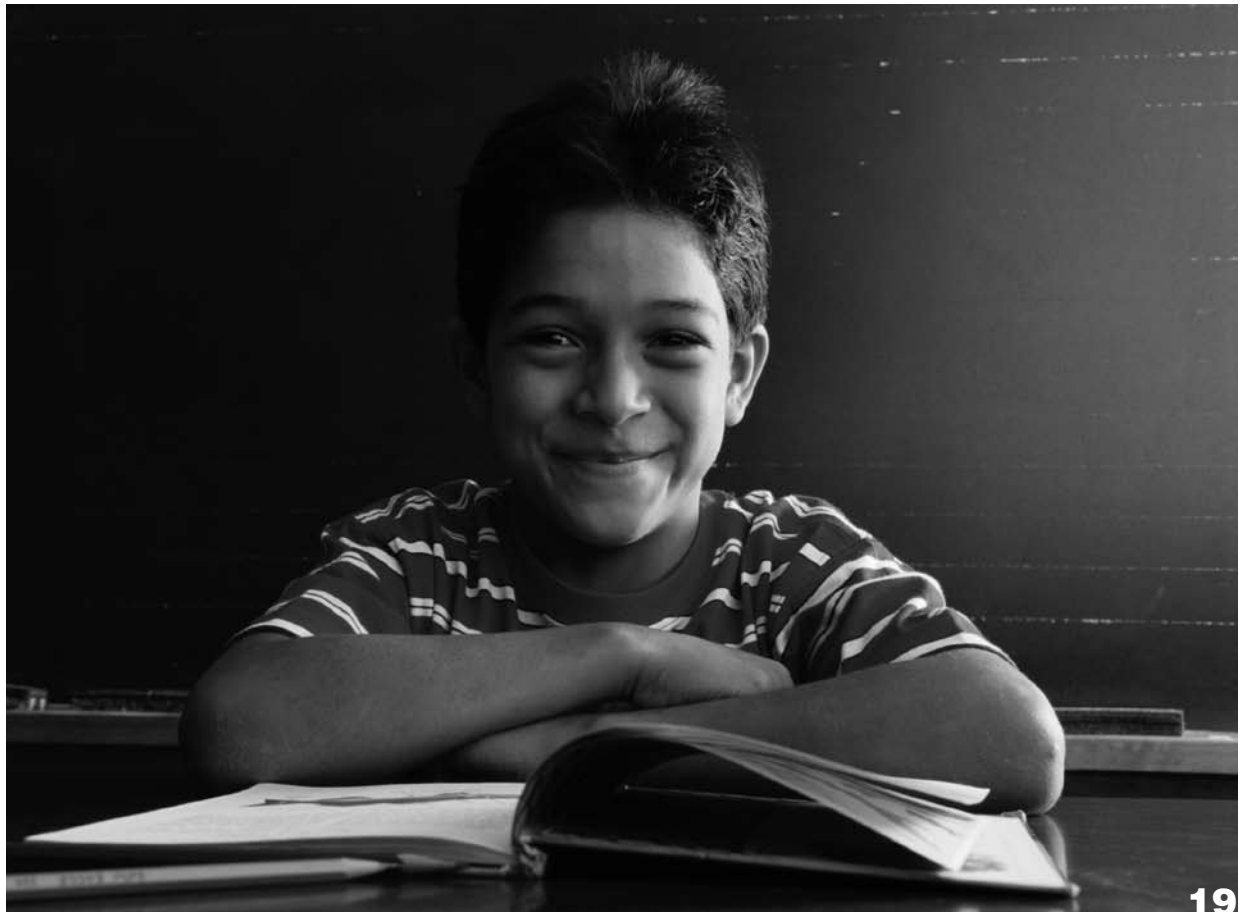
Author Leslie Helakoski's activities can be found on her web site: [www.helakoskibooks.com](http://www.helakoskibooks.com)

The following ideas are designed to further enhance the various themes developed in *Big Chickens* through the use of art, drama, language arts, music and movement activities.

It has been said that great experiences with art deepen who we are and our sensitivity. Drama allows children to create and develop their imaginative play as they expand their horizons while increasing their ability to learn and retain.

Katalin Forria reminded us that children do not acquire knowledge through verbal abstractions but through activities that require active learning. Lillie Feierabend says that poetry supports literacy with fluidity, expression and the play of voices.

Zoltan Kodaly told us that music is the instinctive language of the child. Remember the 3 Rs. Repeat, repeat, repeat! According to Bailey & Sprinkle when learning a new concept, it takes 1500 times before that concept becomes concrete.



# Infant-Toddler Activities

*NOTE: When grown-ups are not part of the group, toddlers can do music and movement activities with stuffed animals.*

## Art

Provide a variety of materials and jars of glue with brushes to construct open ended collages, such as recycled items, tissue paper, yarn, pom-poms, beads, sequins, felt, wallpaper, leather etc. Use feathers and seeds to emphasize chickens theme. (CAUTION: Omit the use of small items with the youngest children, as they can be choking hazards.)

## Drama

- Talk about emotions from *Big Chickens*, children show emotions with faces & bodies
- Read *Runaway Bunny* and have children act out the various movements. i.e. “run away like little bunnies.....now run back to me”...



## Fingerplays

### THIS LITTLE COW

*(touching finger or toe)*

This little cow eats grass.

This little cow eats hay.

This little cow drinks water.

This cow runs away.

*(rub palm/foot)* But this

little cow does nothing

but just lies down all day.

*(running fingers)* We'll chase

her (2) We'll chaaaase her away.

### ONE-TWO

1-2 buckle my shoe.

3-4 shut the door.

5-6 pick up sticks.

7-8 lay them straight.

9-10 a BIG FAT HEN.



## Language Arts

### WHO DO YOU SEE?

After the children are familiar with *Big Chickens* and while looking at the pictures, ask questions about the story such as “what animal was sneaking into the farmyard, what did the chickens do, cows, what happened when the chickens got into the boat, how do bats move?”

### SNEAK LITTLE WOLF

*Tune: Skip to my Lou*

Sneak, sneak little wolf (3)

All around the farm.

Run, run little chicken (3)

Run into the woods.

Stomp little cows-pasture

Fly little bats-cave.

### PUT ON YOUR LISTENING EARS!

Pre-record farm animal sounds. Place a small portable cassette player on the floor and tell the children to put on their listening ears. Let them gather close to listen to the sounds. Have a few seconds of silence before the sounds begin to peak listening. They may ask, “What is that etc”. Put your finger to your lips or cup your ear to help them understand the concept of listening and when the sounds are done, imitate and talk about them.

## Lap Bounces

### ONE-TWO-THREE.

1-2-3 (*name*) on my knee.

Rooster crows. Away we go. Wheeeee (*change knees*) 1-2-3.

### I WENT TO VISIT THE FARM

*Tune: Mulberry Bush*

I went to visit the farm one day.

I saw a cow along the way.

And what do you think I heard

Her say ? (*pause*) Moo-moo-moo.

(*repeat w/ other animals & end  
singing the melody w/bums*)

## Movement (*Jumping*)

### JUMPING

*Tune: Ain't Gonna Rain No More*

“Put on your jumping shoes”

Oh, we'll la. (*stop on 12<sup>th</sup> la “Did you stop?”(repeat)*)

Boom. (*12 stamps*)

Tee-tee. (*turn in a circle and back*)

Ch-ch. (*hands on rocking hips*)

“Turn your motors on” (*bent arms //  
at sides & shaking all over*) Eeerrrrr.

## FOLLOWING THE CHICKEN

We're following the chicken (3) We're following the chicken  
Wherever she may go. We're following the chicken (3) We're  
following the chicken. We STOP  
and touch our toes. We're following the chicken (etc). We  
STOP and touch our nose,

*(older children can have a turn being the leader while the other  
children copy their pose.)* We STOP and make a pose.

## HERE WE GO

Here we go flapping, flapping, flapping. Here we go flapping  
all day long.(2)

*(standing in place arms out rocking side to side)*

Ha-ha this-a-way, ha-ha that-a-way. Ha-ha this-a-way, then  
oh then. *(twice)*

*(what other movements from story i.e. jump)*

## ONE LITTLE BAT

*Tune: 10 little Indians*

1 bat, 2 bats, 3 bats a-flying...4 bats 5 bats, 6 bats  
a-flying...

7 bats, 8 bats, 9 bats a flying...10 little bats fly all around.

Ask, "What else flies around"?

## More Music and Movement Activities

*NOTE: Many activities can overlap and are adaptable from one  
age range to another.*

### RIBBONS/SCARVES

All children should have the opportunity everyday to dance  
with ribbons or scarves, one for each hand. Pick pieces of  
classical, jazz, big band and music from different ethnic  
groups that are 2-3 minutes in length. Have the children  
put on their listening ears and zip-zip-zzzzip their lips!  
Establish the rule that ribbons are not to be danced on  
other people.

If they tend to stand still, once they are used to the activity,  
encourage them to move around the room by suggesting they  
take their ribbons for a walk. Ribbons can be as simple as crepe  
paper streamers or attached to shower curtain rings  
or wooden dowels.

Ask individual children what their ribbons were doing and  
imitate the movement.

### ROCK AND ROW

This activity can be done with many songs and nursery  
rhymes. An adult with one child or 2 children holding hands  
face each other, sitting on the floor and gently pull back and  
forth while singing.

## More Infant-Toddler Activities

### Fingerplays

#### ROUND THE HAYSTACK

'Round and 'round the haystack. (*rub baby or dolly*)

Goes the little mouse.

One step, 2 steps.

And in her little house. (*gentle tickle*)

#### HERE ARE BABY'S FINGERS

Here are (*name*) fingers.

Here are \_\_\_\_\_ toes.

Here is \_\_\_\_\_ belly button.

Round and round it goes.



### Lap Bounces

#### RICKETY RIDING HORSE

Rickety rickety riding horse.

Over the hills we go.

Rickety rickety riding horse.

Giddy-up. (2) (*lifting up*)

(*leaning back/side to side*)

Whoa, whoa, whoa.

#### SHOE A LITTLE HORSE

Shoe a little horse. Shoe a little mare.

But let the little colt. Go bare, bare, bare.

#### PITTY PATTY POLT

Pitty patty polt. Shoe a little colt.

Here's a nail. There's a nail.

Pitty patty polt.



## Movement

Dance with baby to Mozart rocking side-to-side, hum on baby's cheek. Gently move baby through different planes-up/down, high/low. When grown-ups are not available toddlers can dance with stuffed animals. Chant any nursery rhyme while holding baby, under the arms, securing the back, on lap, facing grown-up. Grown-up pulls legs up & down while chanting. Toddlers can hold hands with each other while sitting & pull back and forth. (*rock & row*)

### SKIP TO MY LOU

Lost my partner.

What'll I do etc.

(*hold baby and bounce*)

(*toddlers tap on legs*)

Skip, skip to my lou,

(*walk around room*)

(this stand-in-place bouncing, then walking format can be used with any song that has 2 parts)

### BINGO

(*walking in a circle*)

There was a farmer had a dog.

And Bingo was his name oh.

B...I...N...G... (*on each letter take 1 slow step into center of the circle, pausing before O...*)

*after pause sing elongated ohhhh while scooting*

*backwards...repeat with infants, the adult holds the baby facing outward, walks toward a mirror instead of in a circle*)

## Lullabies

Rocking side to side nourishes developing brains, helps children find their balance and center, so rock often while singing or humming some favorites.

### Lullaby Suggestions

Go To Sleepy Baby-Bye

Golden Slumbers

Dance to Your Daddy

Hush Little Baby

### THIS LITTLE WIND

(*blow on a thumb*)

This little wind blows silver rain.

This little wind drifts snow.

This little wind sings a whistle tune.

This little wind moans low.

But this little wind rocks baby birds

Tenderly to and fro.

Bye n bye. (2)

Stars shining number #1, #2, #3, #4, #5

Oh my.

Bye n bye (2)

Oh my, bye n bye

# 30-Minute Infant-Toddler Storytime

*NOTE: Activity words & descriptions are found in Infant-Toddler Big Chickens activities and in more Infant-Toddler activities.*

- Hello Song or Chant
- Here are baby's fingers
- Round and round the haystack
- This little cow
- Rickety Riding Horse
- Shoe a little horse
- Pitty Patty Polt
- One-Two-Three
- I went to visit the farm
- Rock and Row/You are my sunshine
- Skip to my Lou
- We're following the chicken
- Bingo
- Look at pictures from *Big Chickens* or using flannel board  
ask suggested questions from language arts section.
- Read or sing Snappy Little Farmyard
- Put on listening ears-farmyard animals
- Following the chickens
- Ribbon music/Mozart
- Provide paper sacks with handles, glue & nature materials for nature-walk collection bags.
- This little wind
- Goodbye

# Preschool (3-5s) Activities

*NOTE: All toddler activities are appropriate for young preschoolers*

## Art

- Make binoculars from toilet tissue holders. Go on a nature walk. Collect items and make a nature collage individual and group.
- Masks of animals in *Big Chickens*.
- Animal collages.
- Build 3 little pigs houses. (for ideas, see [www.dltk-teach.com/rhymes/pigs](http://www.dltk-teach.com/rhymes/pigs))
- Bat wings.
- Feather Dusters.
- Construct chicken wings. Cut large paper bag in half. Cut into oval winged shapes. Cut slot in each bag for children to put their arms through. Provide nature materials and glue for children to decorate.
- Collect an assortment of bird feathers. Examine the feathers, stroking in every direction and feeling the shaft. Prepare several colors of paint in flat tins, varying the thickness of the mixtures. Suggest that children experiment with different strokes—broad, narrow, sweeping etc.

Ideas used with permission:

Kostelnik, Marjorie J., ed. and Donna Howe [et al.] *Teaching Young Children Using Themes*. Glenview, IL: Good Year Books, c1991

## Drama

- Divide children into groups and act out sections of *Big Chickens* using masks.
- Act out 3 Little Pigs.
- Draw or paint to music expressing different feelings. What color would you use to express happy, sad, scared? (etc.)
- Use pre-made animal pictures for younger children. Older children could make animal pictures. Children are divided into groups or have partners. Pictures are put on some of the children's foreheads, so they cannot see them and the other children act like the animal for the person wearing the sign to guess what it is.

*NOTE: for lyrics and melody to Who's Afraid of the Big Bad Wolf see resources section*

## Fingerplays

### ONE-TWO

1-2 touch my shoe.  
Yellow-red touch my head.  
Dippity-dips touch my lips.  
Apple-pear touch my hair.  
Daisy-rose touch my nose.

### CHOP-CHOP

Chop-Chop, chippity-chop.  
Cut off the bottom and  
Cut off the top.  
What we have left.  
We'll put into the pot.  
Chop-chop, chippity-chop.  
(do it in high/low/whisper/no voice)



## Language Arts

- **A HEN CAN, CAN YOU?**

A hen can lay a brown egg. A hen can stand on 1 leg. A hen can run. A hen can walk. A hen can say, bawk, bawk, bawk.

But do you know what a hen can't do?

A hen can't \_\_\_\_\_ like you.

*(Children brainstorm for answers and act out movement.)*

- **DO YOU HAVE?**

Attach different pictures of animals from Big Chickens, or shapes, colors, or any theme, on enough craft sticks for each child.

*TUNE: Mary had a little lamb*

If you have the wolf (3) If you have the wolf, please stand up. (pause)

And sing your name. And jump for joy. And nod your head. (etc)

And shake a friend's hand. And please sit down.

- **PUT ON YOUR LISTENING EARS!**

See method and suggestions from toddler section. Pre-record other sounds effects such as wind and rain, quiet and loud, knocking and doorbell, stream and ocean. Have children talk about sounds and imitate them.

With older children add music and scarves to extend the activity.

- **WHO DO YOU SEE?**

Adapt activity from infant-toddler without using pictures and adding some descriptive words from the text.

## Movement

*NOTE: Many activities can overlap and are adaptable from toddler to preschool*

### HERE COMES THE BAT

It goes flap. (3) (repeat)

See it turn around.

Going round and round.

Here comes the bat

It goes flap. (3)

(other animals/birds)

Here comes the cow

It goes moo, moo, moo etc.

### GALLOP ALL AROUND

Gallop (5) all around. Gallop (3)

put your finger on the ground.

(repeat with toe and ask children

“What other part of our body

can we put on the ground?”)

### SNEAK CHANT

We’re gonna’ sneak (2)

We’re gonna’ sneak, sneak, sneak

And STOP...shhhh

(do fast/slow/loud/quiet,

leave out words)

### LET’S ALL WALK

Let’s all walk ‘round the farm, ‘round the farm. (twice)

Let’s all walk ‘round the farm

Say hello and wave your arm.

Let’s all walk ‘round the farm, round the farm.

(Ask, how else could we move around the farm?)

## CHICKEN DANCE

Would you like to be a chicken?

Yes, I'd like to be a chicken.

Bawk or Cluck (4) (hands like beak)  
(4 open close beaks, no words)\*

Can you wiggle like a chicken?

I can wiggle like a chicken.

(shaking hips) Bawk \*

Can you sound like a chicken?

I can sound like a chicken. Bawk (4)

Can you fly like a chicken?

I can fly like a chicken? Bawk (4)

- Sing bum-bum or la-la or dee-dum or flying while flying around to the melody.
- It is recommended to keep it slow and only use faster version with older children.
- To hear the melody and find instructions for the traditional version go to the site <http://whydidthechickencrosstheroad.com/the-chicken-dance.htm>
- Another version with different text can be found [www.kiddyhouse.com/farm/chicken/chickensong.html](http://www.kiddyhouse.com/farm/chicken/chickensong.html)



## Songs

### ROW ROW YOUR BOAT

*(partners sit facing and holding hands)*

Row your boat gently down the stream etc.

Rock your boat *(side to side)*

Tip your boat *(all the way over)*

Space needed

### WHEN COWS GET UP IN THE MORNING

*(puppets or big pictures on wooden paint stirrers)*

When cows get up in the morning

They always say good day.

*(repeat or children sing back)*

Moo (4) that is what they say, they say.

*(repeat or children sing back)*

*(repeat with chickens or other animals)*

### THE COWS ARE LOST

*(looking)*

So are the sheep.

I think I'll lie down

*(sit with hands at ear, tilting head to floor)*

And go to sleep.

PAUSE

*(tapping)* Wake up, you

sleepy head and go and find

the cattle. Wake up you sleepy

head and go and find the sheep. *(repeat all)*

### GRANDMA'S FARM

*(use puppets or big pictures)*

We're on our way (2)

On our way to Grandma's farm

*(repeat)*

Down on grandma's farm,

There is a little cow (2)

The cow makes a sound like this

Mooooo (2)

*(repeat with other animals)*

*(end with)* We're on our way (2)

On our way to Grandma's farm *(twice)*



# More Preschool Activities

## Fingerplays

### NEST IS A HOUSE

A nest is a house for a robin. (*cup hands*)

A hive is a house for a bee. (*2 fists touching*)

A hole is a house for a bunny. (*2 hands form a hole*)

And a home is a house for me. (*triangle hands over head-touch chest*)

### WAY UP IN THE SKY

Way up in the sky. (*flapping*) The little birds fly.

While down in the nest. The little birds rest. (*head tilts to hands at ear*)

With a wing on the left and a wing on the right.

The sweet little birds, sleep all through the night.

The bright sun comes up. The dew falls away.

Good morning, good morning. (*open-close beaks*)

The little birds say. (*repeat*)

### HERE'S A LITTLE BUNNY

Here's a little bunny (*2 fingers bent over*) with ears so funny.

And here's her hole in the ground. (*other hand thumb to fingers*)

When a noise she hears, she perks up her ears (*lift up bent fingers*)

And jumps in the hole in the ground (*ears in hole*)

Children can also do this with a grown-up or partner. One child makes bunny ears and the other makes the hole. It can also be chanted in a deep voice with big bunny ears over the head and a big hole made with arms.

## **Classical Music Active Listening Activities Preschool to 2<sup>nd</sup> Grade**

When providing listening activities to recorded music, spend some time becoming familiar with the piece. Practice, practice, practice before doing it with the children. Young children, even toddlers, can listen to 2-3 minutes of music when they are actively engaged.

- **ENTRANCE THE QUEEN OF SHEBA/HANDEL**

Children walk around the room when they hear a lot of instruments. When the music changes to just a few instruments they STOP and put their hands on their heads.

Older children can be divided up into 2 groups. One group stands very still/frozen while the other group walks waving a scarf to the music.

When the music changes to a few instruments the walking group freezes and individually stopping in front of a standing person.

When the music changes again, the standing group changes places with the walking group, taking the scarves.

- **FOSSILS/CARNIVAL OF THE ANIMALS/ST. SEANS**

The xylophone in this piece represents fossils/dinosaurs. When we hear it we take our dinosaur feet for a walk on our own bodies and on the floor.

During the other sections we move our arms freely as the music suggests.

The xylophone section weaves in and out of the piece to repeat the walk.

- **SURPRISE SYMPHONY # 94/HAYDN**

Explain to children that patrons attending Haydn's concerts often fell asleep. So in order to wake them up, he wrote this symphony that is very quiet in the beginning, but every so often there is a grand loud part.

Using scarves (or streamers) children tiptoe around the room.

On the very loud sound, throw the scarves up in the air.

Cue the children right before the loud sound, some get scared.

As the music gets more lyrical wave the scarves.

- **WILLIAM TELL OVERTURE/ROSSINI**

Tell the children they will be very busy.

The music will be very easy to follow.

Sitting down...holding reins, ride horses...

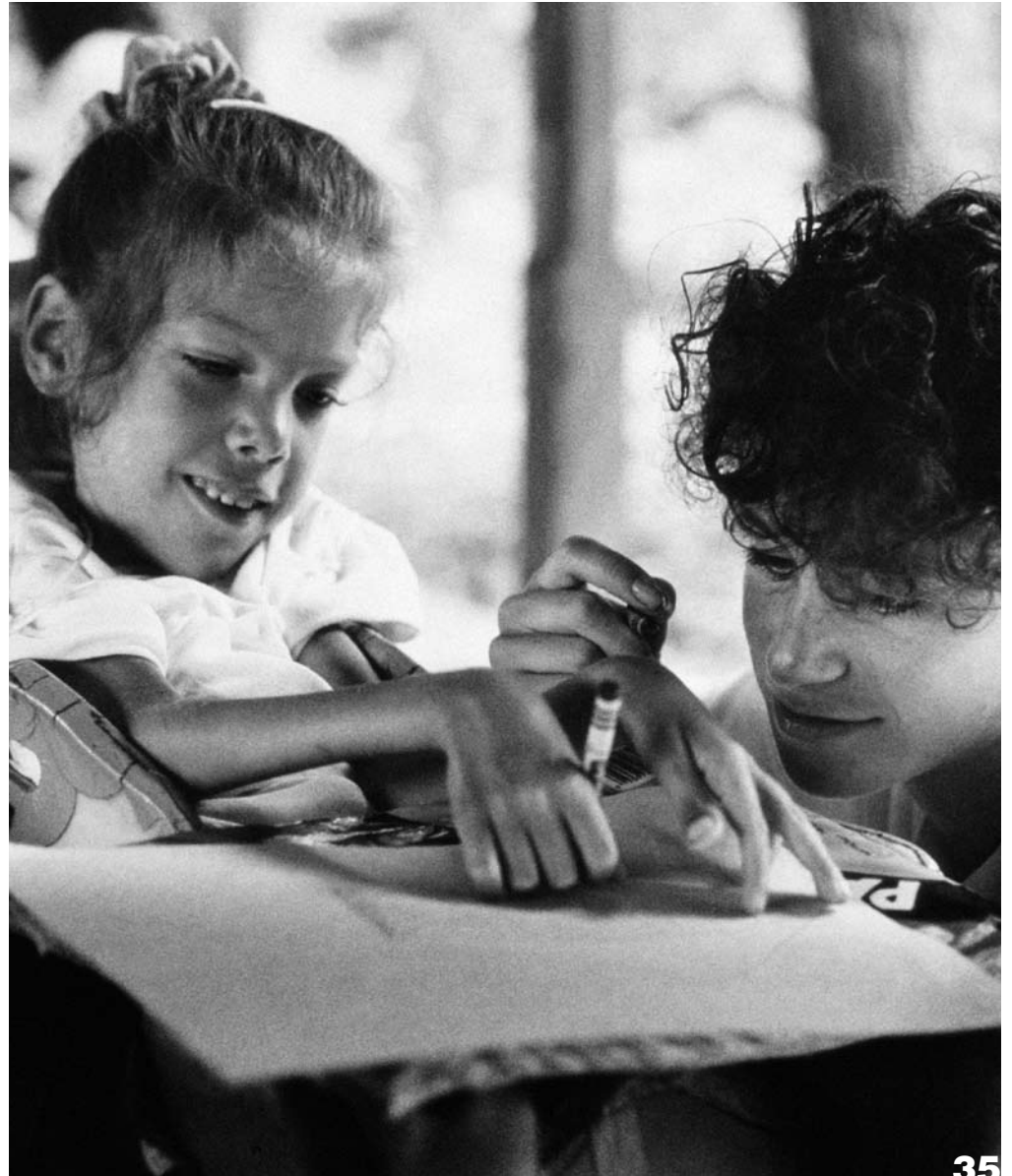
look to see who is coming...wave scarves....play violins...

ends with waving scarves...

# 45-Minute Program for Preschoolers (3-5s)

*NOTE: Words & descriptions of activities are found in preschool Big Chickens activities, more preschool & classical music activities.*

- Hello song or chant
- Nest is a house
- Way up in the sky
- Here's a little bunny
- Here comes the bat
- Sneak little wolf
- Here we go flapping
- Following the chicken
- Construct chicken wings
- Read *Big Chickens*  
Ask questions about who do you see?
- Let's all walk
- Chicken Dance
- Put on your listening ears/sound effects
- Do you have?
- Carnival of the Animals-Fossils
- Row, rock, tip your boat
- Ribbon-Scarf Music/Waltz of Flowers
- This little wind
- Goodbye



# Kindergarten to 2<sup>nd</sup> Grade Activities

## Art

- Construct masks and sets for Peter and the Wolf.  
See movement section for further exploration.
- Wolf, pig masks and house for 3 little pigs.  
[www.dltk-teach.com/rhymes/pigs/](http://www.dltk-teach.com/rhymes/pigs/)
- Construct chicken coops.
- Masks and costumes for Carnival of the Animals.
- Draw faces showing different emotions from *Big Chickens*

NOTE: For ideas for Peter and The Wolf and Carnival of The Animals search the web under “carnival of the animals masks”

## Drama

- **CARNIVAL OF THE ANIMALS**  
Act out animals from Carnival of the Animals by Camille Saint-Saens
- **PETER AND THE WOLF**  
This classic musical story by Sergei Prokofiev has specific musical selections for Peter, the duck, the cat and the bird. Pre-record the different themes and 4 children (or pairs) can take turns moving to their theme while the rest are the audience is sometimes just watching and other times adding instrument accompaniment.
- **THREE LITTLE PIGS**  
After constructing masks and houses children can act out the story.  
To hear the melody and see the lyrics of “Who’s afraid of the big bad wolf,”  
see <http://www.niehs.nih.gov/kids/musicchiled.htm>
- **WHO AM I?**  
Pantomime emotions from *Big Chickens* for other children to guess.

## Language Arts Movement and Singing Games

- **ANIMAL HOPSCOTCH...**

Children work in groups. Each group has a series of 5-10 big animal cards-2 of each animal. One person makes a horizontal or vertical pattern on the floor and jumps on the card chanting the pattern.

When the leader gets to the end the rest of the children join the leader, one by one.

The last person becomes the new leader and makes a new pattern to go back the other way. Example pattern...bat, pig, pig, chicken, wolf.

- **DO YOU SEE WHAT I SEE ?**

Show pictures from the Big Chickens or pictures from other books that have a lot of detail and ask the children to sing about what they see.

- **BEE BEE BUMBLE BEE\*...**

Worker bees stand in a circle with one hand out. The queen bee has a bee puppet and walks around the circle tapping the children's hands while reciting,

Bee, bee bumblebee, tapped a wolf upon his knee, tapped a pig upon her snout and I declare if you ain't out.

The person who gets tapped on "out" runs and gets a pair of rhythm sticks, comes back to her/his place, starts tapping while chant continues.

Last one out is new queen bee. In large group, do more than one circle.

\* Used by permission, Jo Kirk, WeJoySing, Inc, 2007

- **DUKE OF YORK/A HUNTING WE WILL GO...**

1. Children form 2 lines facing each other...

*(tapping legs)* The Grand Old Duke of York, he had 10,000 men.

*(head couple joins hands-slides up and back)* He marched them up to the top of the hill... and marched them down again.

*(group stands in place with hands moving to words)* When you're up,  
you're up and when you're down you're down and when you're only  
halfway up, you're neither up nor down.

2. *(head couple walks around on the outside of their own line, everyone  
following to the other end)*

Heads form an arc with their hands, while everyone comes under the arc  
to have a new head couple.

A hunting we will go (2) We'll catch a fox and put it in a box and say it  
isn't so. *(repeat all)*

- **ON THE MOUNTAIN**

*(circle game-one person is in the center)*

On the mountain stands a lady/gentleman.

Who she/he is, we do not know.

All she/he wants is gold and silver, all she wants are ice cream cones.

So jump out \_\_\_\_\_ and jump in \_\_\_\_\_.

*(repeat)*

- **WALKING AND TALKING...**

Take a walk in the classroom, library, woods, or city to look for hidden letters and shapes. Non-writers can have adults help trace or write down. Older children can trace, draw or tell stories about what they saw.

## Poetry and Rhyme

- **NAME THAT WORD...**

Pick different words from Big Chickens and make lists of rhyming words.

- **HOW MANY MOOS ?**

The Cow by Jack Prelutsky

Read just for listening enjoyment. Once the children are familiar with the poem they can decide how many times they hear the word moo or chooses, or chew or muses. Writers can write the word as many times as they hear it.

The cow mainly moos as she chooses to moo  
and she chooses to moo as she chooses.  
She furthermore chews as she chooses to chew  
and she chooses to chew as she muses.

If she chooses to moo she may moo to amuse  
or may moo just to moo as she chooses.  
If she chooses to chew she may moo as she chews  
or may chew just to chew as she muses.

- **I MOO BECAUSE...Cow Poemstart by Jack Prelutsky**

I am a cow, and so I moo, For mooing is what cows all do.

I moo because\_\_\_\_\_.

Non-readers can fill in the blank by saying a word and act it out if applicable. Writers can write and illustrate a story about why they moo. Substitute other animals.

- **MOO by Alice Schertle**

No matter the time, the place, or season, with no excuse,  
for no known reason, in the middle of a meadow  
a cow says "Moo!"  
Then all the other cows say it, too.  
What does moo mean, anyway? What, exactly,  
are they trying to say?  
No matter what else  
they're thinking of doing,  
if they're cows they're probably thinking of mooing.

# More Kindergarten to 2<sup>nd</sup> Grade Movement and Singing Games

## FLY BUMBLE BEE

Children fly around the room buzzing.

The adult calls out an instruction, i.e. elbow to knee, children find a partner.

Repeat with new instructions always finding a new partner.

1-1-1

*(tapping rhythm sticks ...when learning song ...pause after each phrase)*

Oh, when you're 1-1-1 *(pause)*

Tap on your drum-drum-drum.

And when you're 2-2-2

Tap on your shoe-shoe-shoe.

Oh when you're 3-3-3

Tap on your knee-knee-knee.

And when you're 4-4-4

Tap on the floor-floor-floor.

Oh, when you're 5-5-5

You do the jive-jive-jive.

*(jive by rowing alternating arms  
back & forth)*

And when you're 6-6-6

Put down your sticks





## WALKING AND TAPPING

Put paper plates evenly spaced in a circle, one for each child.

With a large group do 2 or 3 circles.

The adult taps a drum for 4 beats while the children walk around the circle. When the drum stops after 4 beats, each child stops at a plate and says a given pattern tee-tee-tah (*2 times*) while tapping their legs to the rhythm.

The children will tap their legs 3 times.

*(Adults, think, quick-quick slow to understand the rhythm.)*

Continue several times.

On another day tap the drum for 8 beats have children repeat same pattern. As children get familiar with the activity the adult creates different patterns, and the older children can also contribute ideas. i.e. tah-tah-tee-tee-tah

## WHEN I WAS ONE

*(sit/stand very close)*

*(tapping)*

When I was one

I had some fun

On the day I went to sea.

I jumped *(arms up)*

aboard a pirate ship *(cover one eye)*

And the captain *(salute)* said to me,

Oh you go this way

*(pointing with thumb lean to one side)*

That way *(lean to other side)* forward, backwards

Over the deep blue sea *(make wave with hands)*

When I was 2 etc.

*(ask the older children for words to rhyme with the numbers)*



## GREEN GRASS GREW ALL AROUND

Verse: Oh in the woods (*echo*) There was a tree (*echo*) (*arms like tree*)  
The prettiest little tree (*echo*) that you ever did see. (*echo*)

## CHORUS

Oh, the tree was in the hole (*arms make hole*)  
and the hole was in the ground (*hands wave down*)  
And the green grass grew all around, all around (*dancing fingers around*)  
and the green grass grew all around.

Verse: And on that tree, there was a branch (*one arm up*) the prettiest little branch that you ever did see. CHORUS

Verse: On that branch, there was a nest (*cups hands*).CHORUS

Verse: On that nest, there was an egg (*fist in palm*) CHORUS

Verse: In that egg, there was a bird (*make beak*) CHORUS

Verse: On that bird, there was a wing (*flap arms*) CHORUS

Verse: On that wing, there was a feather (*blow hand*) CHORUS

Verse: On that feather, there was a bug...CHORUS (*end at any point by slowing down the chorus*)

This song can also be done with a song chart.

Used with permission:

Kostelnik, Marjorie J. Editor (1991) Teaching young children using themes. Glenview IL: GoodYear Books-Division of HarperCollins

# 45-Minute Program for Kindergarten to 2<sup>nd</sup> Grade

*NOTE: Activity words & descriptions are found in K-2<sup>nd</sup> grade Big Chickens activities, preschool & more K-2<sup>nd</sup> grade movement & singing games.*

- Hello
- Here's a little bunny with partners
- 1-1-1
- Construct masks for 3 little pigs
- Read *Big Chickens*  
Who am I? Do you see what I see?
- We're following the chicken
- Bee bee bumble bee
- Walking and talking
- Name that word
- Animal hopscotch
- Cows are lost
- Put on listening ears  
William Tell Overture
- Act out 3 little pigs
- Ribbon-Scarf Music/Strauss, Blue Danube
- On the mountain
- Goodbye



# Suggested Book Discussion Questions for *Big Chickens*



*Created by Angela Semifero from the Marshall District Library and Jayne Damron from the Farmington Community Library*

1. Do you think the Big Chickens have ever left home before?
2. The Big Chickens were afraid of many things in the story. Would you be scared of any of those things? (Water, Ditch, Cows, Cave, Bats, Wolf)
3. What do the Big Chickens think is going to happen to them when they reach the (ditch, water, cows, cave)? What really happens?
4. What helps the Big Chickens not to feel scared? What helps you feel better when you're scared?
5. The Big Chickens change at the end of the story. How do you think they changed?
6. Do you think that real chickens could scare off a real wolf?
7. Was there a pattern in this story? Can you tell me something about it?
8. What was the sequence of events in the story? What did the chickens do first? Next? Last?
9. Can you think of some rhyming words that were used in this story?
10. Can you think of some action words that were used in this story?
11. Would the book have been as good without the pictures?
12. How would you describe the pictures? (Big/small, colorful/dark, fun/serious?)
13. How would you describe the Big Chickens? (Color, clothing, personalities)
14. What kind of "medium" did the artist use?
15. Do you think that the Big Chickens had fun on their adventure?\_




# Activity and Game Sheets




- 1. Song Chart for Green Grass Grew All Around**
- 2. Picture Chart for Green Grass**
- 3. A-MAZE-ing Animals: Lead the turtle to the pond maze**
- 4. Farm Animal Crossword**
- 5. Baby Animals Word Search**
- 6. Match the Animal Memory Game**

## Green Grass Grew All Around

Oh in the woods there was a   
The prettiest little   
That you ever did see


Oh, the tree was in the hole and the  
Hole was in the ground, and the  
Green grass grew all around, all around  
And the green grass grew all around.


And on that tree, there was a   
The prettiest little   
That you ever did see.  
Oh, the  was on the tree and the...


And on that limb, there was a   
The prettiest little   
That you ever did see.  
Oh, the  was on the limb, and the...

And on that branch, there was a 

And on that nest, there was a 

And in that egg, there was a 

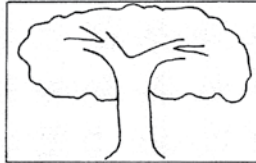
And on that bird, there was a 

And on that wing, there was a 

And on that feather, there was a 

## 2. Picture Chart for Green Grass

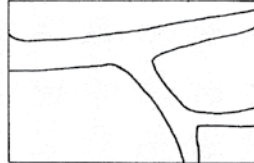
### Green Grass Grew All Around



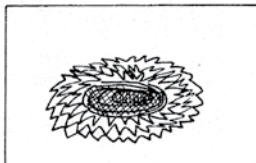
Tree



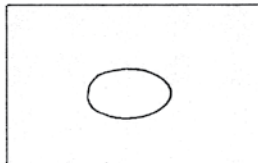
Limb



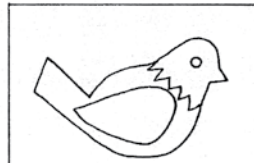
Branch



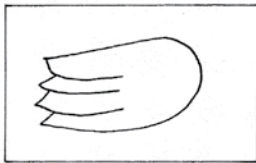
Nest



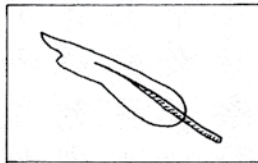
Egg



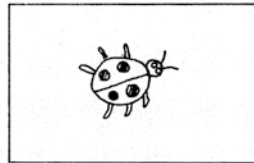
Bird



Wing



Feather



Bug

The words to the song are:

### The Green Grass Grew All Around

(Traditional tune; Author unknown)

#### Verse 1:

Oh in the woods (Oh in the woods)  
There was a tree (There was a tree)  
The prettiest little tree (The prettiest little tree)  
That you ever did see. (That you ever did see.)

#### Chorus:

Oh the tree was in a hole and the hole was in the ground  
And the green grass grew all around, all around  
And the green grass grew all around.

#### Verse 2:

And on that tree (And on that tree)  
There was a limb (There was a limb)  
The prettiest little limb (The prettiest little limb)  
That you ever did see. (That you ever did see.)

#### Chorus:

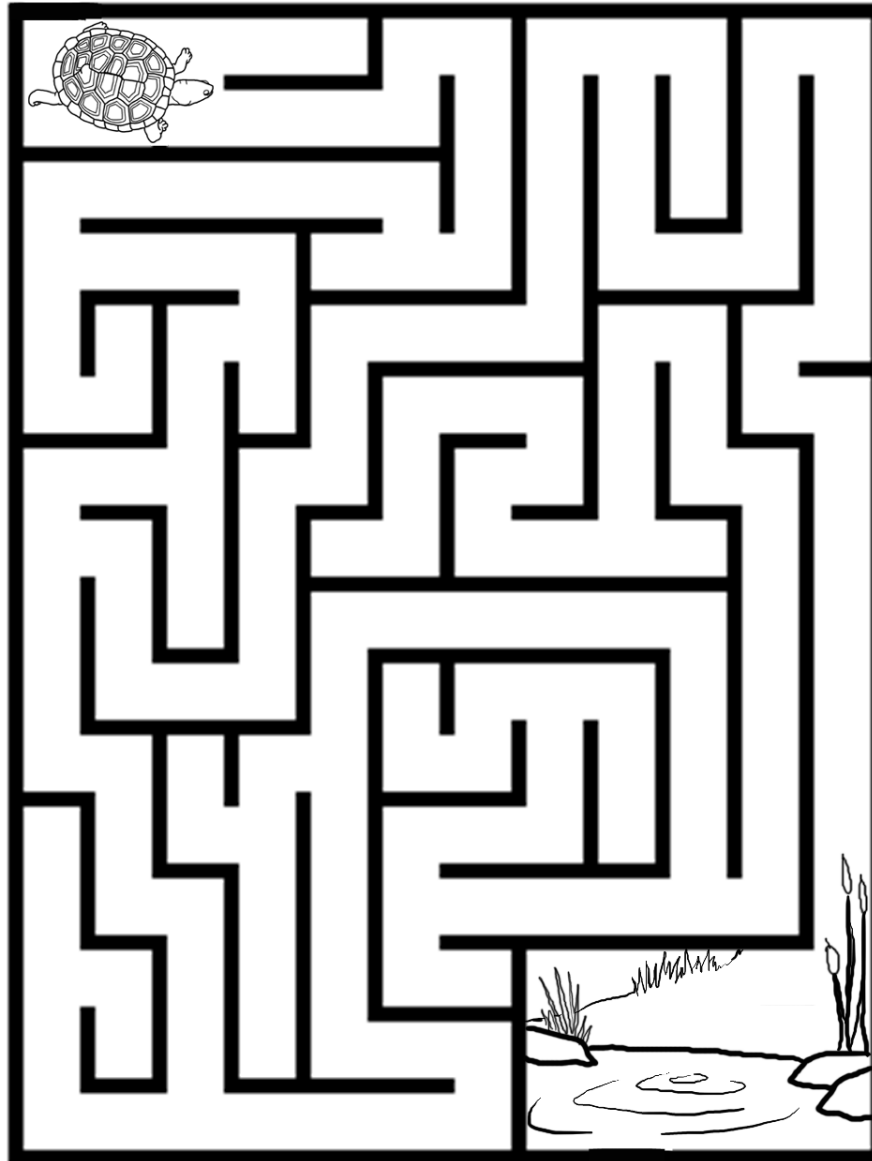
The limb was on the tree and the tree was in a hole  
And the hole was in the ground  
And the green grass grew all around, all around  
And the green grass grew all around.

#### Verse 3:

Branch on the limb

# A-MAZE-ing ANIMALS

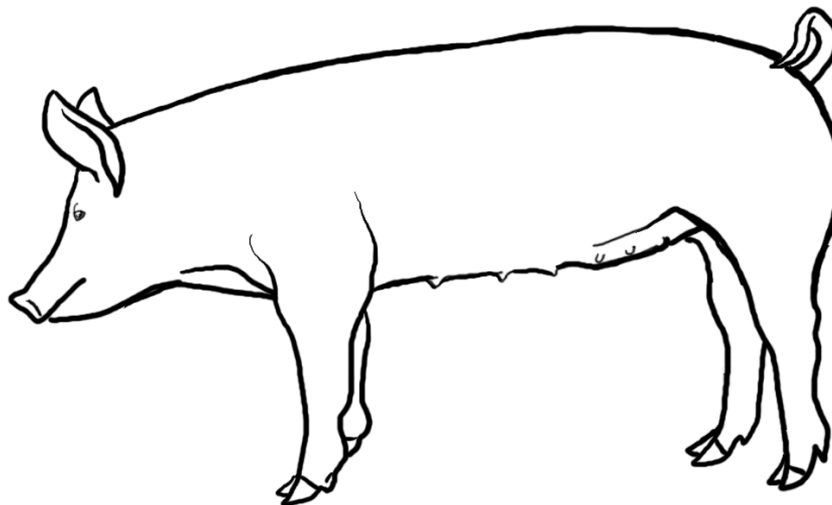
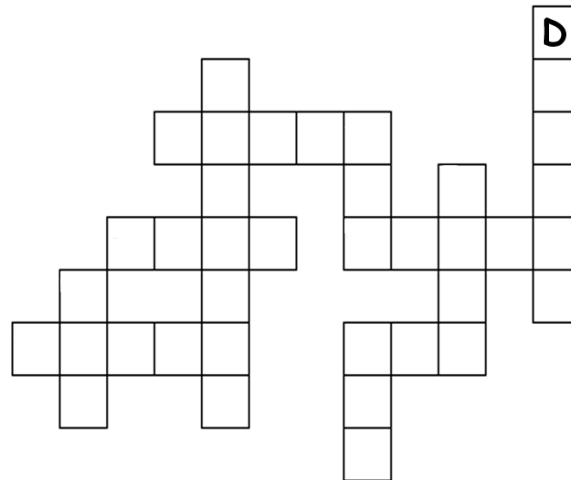
Lead the turtle to the pond.





# FARM ANIMAL CROSSWORD

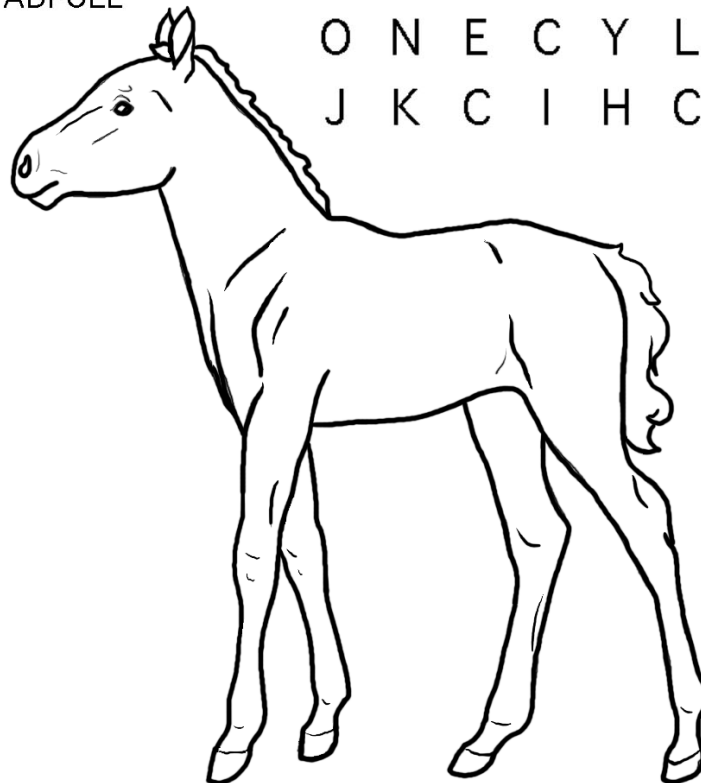
CAT  
CHICKEN  
COW  
DOG  
DONKEY  
DUCK  
GOAT  
GOOSE  
HORSE  
PIG  
SHEEP



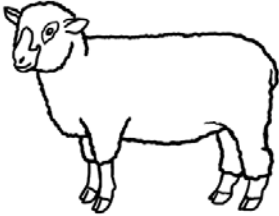
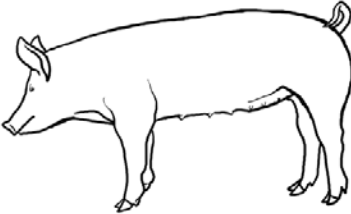
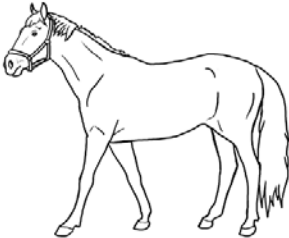
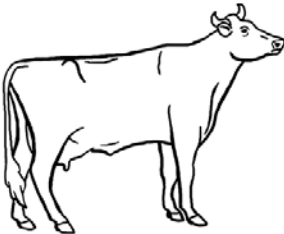
# BABY ANIMALS

PUPPY  
KITTEN  
FOAL  
CALF  
JOEY  
CUB  
KID  
PIGLET  
CHICK  
TADPOLE

V	G	P	A	C	A	L	F
B	K	Y	P	P	U	P	O
O	I	T	T	G	T	R	A
T	T	X	U	F	K	M	L
Y	T	E	L	G	I	P	M
E	E	L	O	P	D	A	T
O	N	E	C	Y	L	F	Q
J	K	C	I	H	C	U	B



## 6. Match the Animal Memory Game

sheep	
pig	
horse	
cow	

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To Play:

Color your cards and cut them out on the bold black lines. Scatter your cards face down and mix them up. No peeking! When playing with a friend, the youngest player goes first. Each player gets one turn whether they get a match or not. Turn up two cards. If you match the correct word and picture, place the matching cards face up in a pile until the game is finished. Time for the next turn. If the two cards don't match, turn them face down. Next turn! The game is over when all cards have been matched. Have Fun!

# If You Loved Reading *Big Chickens* by Leslie Helakoski, You'll Love These Books Too...

- Bloom, Becky, Pascal Biet, illus. *Wolf!* New York: Orchard Books, c1999.  
*A wolf learns to read in order to impress a group of farmyard animals he has met.*
- Brown, Ken. *The scarecrow's hat*. Atlanta, GA: Peachtree Publishers, 2001.  
*A resourceful chicken seeks the help of her farm animal friends to solve a problem and gives something of herself along the way.*
- Brown, Margaret Wise, Felicia Bond, illus. *Big red barn*. [New York]: HarperCollins, c1989.  
*Rhymed text and illustrations introduce the many different animals that live in the big red barn.*
- Bunting, Eve, Jeff Mack, illus. *Hurry! Hurry!* Orlando: Harcourt, c2007.  
*All the animals of the barnyard community hurry to greet their newest member, who is just pecking his way out of an egg.*
- Cimarusti, Marie Torres, Stephanie Peterson, illus. *Peek-a-moo!* New York, NY: Dutton's Children's Books, c1998.  
*Young readers must lift the flaps to play peek-a-boo with a variety of barnyard animals.*
- Crebbin, June, Katharine McEwen, illus. *Cows in the kitchen*. Cambridge, Mass.: Candlewick Press, c1998.  
*While Tom Farmer naps in the haystack, his animals take over the farmhouse. Spirited illustrations make for some riotous barnyard fun.*
- Cronin, Doreen, Betsy Lewin, illus. *Click, clack, moo: cows that type*. New York: Simon & Schuster Books for Young Readers, c2000.  
*When Farmer Brown's cows find a typewriter in the barn they start making demands, and go on strike when the farmer refuses to give them what they want.*
- DiPucchio, Kelly, Howard Fine, illus. *Bed hogs*. New York: Hyperion Books for Children, c2004.  
*Hoping to get some sleep, Little Runt boots his hog family out of bed one by one, but then finds that he needs them back again.*

- Fleming, Denise. *Barnyard banter*. New York: Holt, c1994.  
*All the farm animals are where they should be, clucking and mucking, mooing and cooing, except for the missing goose.*
- Fox, Mem, Patricia Mullins, illus. *Hattie and the fox*. New York: Bradbury Press, 1987, c1986.  
*Hattie, a big black hen, discovers a fox in the bushes, which causes varying reactions in the other barnyard animals.*
- Galdone, Paul. *The little red hen*. New York: Houghton Mifflin/Clarion Books, c1973.  
*The little red hen finds none of her lazy friends willing to help her plant, harvest, or grind wheat into flour, but all are eager to eat the cake she makes from it.*
- Greene, Rhonda Gowler, Robert M. Bender, illus. *Barnyard song*. New York: Aladdin Paperbacks, c1997.  
*When the barnyard animals catch the flu, their moos, baas, and oinks turn to sneezes, sniffles, and snorts. It's up to Farmer to cure them with his special soup.*
- Himmelman, John. *Chickens to the rescue*. New York: H. Holt, 2006.  
*Six days a week the chickens help the Greenstalk family and their animals recover from mishaps that occur on the farm, but they need one day to rest.*
- Hutchins, Pat. *Rosie's walk*. New York, Macmillan [c1968].  
*Although unaware that a fox is after her as she takes a walk around the farmyard, Rosie the hen still manages to lead him into one accident after another.*
- Hutchins, Pat. *Ten red apples*. [New York]: Greenwillow Books, c2000.  
*When the animals start eating the farmer's apples, the farmer is worried that there won't be any left for him.*
- Krosoczka, Jarrett. *Punk farm*. New York: Knopf: Distributed by Random House, c2005.  
*At the end of the day, while Farmer Joe gets ready for bed, his animals tune their instruments to perform in a big concert as a rock band called Punk Farm.*
- Lawrence, John. *This little chick*. Cambridge, MA: Candlewick Press, 2002.  
*While his brothers and sisters nestle close to their mother hen, a little chick struts off on his own to make some new friends in the farmyard.*
- Lin, Grace. *Olvina swims*. S.l.: Henry Holt & Co. 2007.  
*Olvina, a chicken in more ways than one, overcomes her fear of swimming with help from her friend Hailey, a penguin, while on vacation in Hawaii.*

- McDonnell, Flora. *I love animals*. Cambridge, Mass: Candlewick Press, c1994.  
*A girl names all the animals she likes on her farm, from Jack the dog to the pig and her piglets.*
- Most, Bernard. *The cow that went oink*. San Diego: Harcourt Brace Jovanovich, c1990.  
*A cow that oinks and a pig that moos are ridiculed by the other barnyard animals until each teaches the other a new sound.*
- Palatini, Margie, Richard Egielski, illus. *The web files*. New York: Hyperion Books, 2000.  
*In this deadpan spoof of famous TV and movie cops and robbers, Ducktective Web and his partner are hot on the trail of someone who has pilfered a peck of purple, almost-pickled peppers. They need just the facts to lead them to the culprit.*
- Plourde, Lynn, John Schoenherr, illus. *Pigs in the mud in the middle of the road*. New York: Blue Sky Press, 1997.  
*It's mud season, but there's more than mud in the middle of the road. There are pigs that won't budge, hens that won't scatter, sheep that won't shuffle, and bulls that won't charge. That won't do. For a car to get through, somebody's gotta shoo! But who?*
- Polacco, Patricia. *G is for goat*. New York: Philomel Books, c2003.  
*This very simple rhyming alphabet book takes on a subject dear to the author's heart--goats! Lovable, frisky animals prance through the pages, wreaking havoc and charming young children.*
- Reynolds, Aaron, Paulette Bogan, illus. *Chicks and salsa*. New York: Bloomsbury Children's Books, 2005.  
*Soon after the chickens tire of their feed and decide to make tortilla chips and salsa, all the other animals on Nuthatcher Farm start to crave southwestern cuisine.*
- Shannon, David. *Duck on a bike*. New York: Blue Sky Press, c2002.  
*One day, Duck decides to try to riding a bike. As he rides past all the farm animals, everyone has different thoughts about Duck's idea. Each animal's thoughts, in expressions from boredom to envy, are perfectly illustrated.*
- Shaw, Nancy (Nancy E.), Margot Apple, illus. *Sheep in a Jeep*. Boston: Houghton Mifflin, 1986.  
*A group of sheep have misadventures while riding in a jeep.*
- Shulman, Lisa, Ashley Wolff, illus. *Old MacDonald had a woodshop*. New York: G.P. Putnam, c2002.  
*With a twist on the familiar nursery song, Old MacDonald is building a surprise miniature toy farm for the baby animals. Saw, drill, chisel, file, screwdriver, and paintbrush are operated by cat, goat, chicken, pig, cow, and dog.*
- Stoeke, Janet Morgan. *A hat for Minerva Louise*. New York: Dutton Children's Books, c1994.  
*Minerva Louise, a snow-loving chicken, mistakes a pair of mittens for two hats to keep both ends warm.*

- Tafuri, Nancy. *Five little chicks*. New York: Simon & Schuster Books for Young Readers, c2006.  
*Five chicks peck in the farmyard in search of breakfast, stumbling upon the most unusual snacks like a butterfly and a trout. Fortunately Mama Hen is there to point them in the right direction in this bright, simple, and fun counting story.*
- Waddell, Martin, Helen Oxenbury, illus. *Farmer duck*. Cambridge, Mass.: Candlewick Press, 1992.  
*When a kind and hardworking duck nearly collapses from overwork, while taking care of a farm because the owner is too lazy to do so, the rest of the animals get together and chase the farmer out of town.*
- Wheeler, Lisa, Ivan Bates, illus. *Farmer Dale's red pickup truck*. Orlando: Harcourt, 2004.  
*Farmer Dale is hauling a load of hay into town when, one by one, he meets some bossy barnyard animals looking for a lift. The kindly farmer lets them all squeeze in, but when his truck breaks down, they must work together to get moving.*
- Wild, Margaret, Stephen Michael King, illus. *Piglet and Papa*. New York: Abrams Books for Young Readers, 2007.  
*When Piglet's beloved father chases her away after she plays too rough, all of the barnyard animals try to make her feel better, but Piglet is still afraid that her father no longer loves her.*

*Suggested book list compiled by  
Angela Semifero from the Marshall District Library and Nichole Welz from the Capital Area District Library.*

# Michigan Reads! Web Site: [www.michigan.gov/michiganreads](http://www.michigan.gov/michiganreads)

For further assistance with activities listed in this Guide, contact Gari Stein at [Garistein@aol.com](mailto:Garistein@aol.com) or 734-741-1510

## Activity, Craft and Game Resources

- [www.canteach.ca/links/linkwritepoetry.html](http://www.canteach.ca/links/linkwritepoetry.html)  
[www.canteach.ca/links/linksongs.html](http://www.canteach.ca/links/linksongs.html)
- [www.dltk-teach.com/rhymes/index.htm](http://www.dltk-teach.com/rhymes/index.htm)  
[www.dltk-teach.com/books/index.htm](http://www.dltk-teach.com/books/index.htm)  
[www.dltk-teach.com/rhymes/littlechick/ppoem.asp](http://www.dltk-teach.com/rhymes/littlechick/ppoem.asp)  
[www.dltk-teach.com/rhymes/pigs/](http://www.dltk-teach.com/rhymes/pigs/)
- [www.edu-cyberpg.com/Music/rhythmsyllables.html](http://www.edu-cyberpg.com/Music/rhythmsyllables.html)
- [www.first-school.ws/theme/animals.htm](http://www.first-school.ws/theme/animals.htm)
- <http://fun.familyeducation.com/preschool/extracurricular-activities/33392.html?detoured=1>
- [www.kidsdomain.com/craft/\\_animal.html](http://www.kidsdomain.com/craft/_animal.html)
- [www.kidsdomain.com/craft/\\_bingo.html?trnstl=1](http://www.kidsdomain.com/craft/_bingo.html?trnstl=1)
- [www.kiddyhouse.com/farm/chicken/chickensong.html](http://www.kiddyhouse.com/farm/chicken/chickensong.html)
- [www.little-folks-music.com](http://www.little-folks-music.com)
- [www.preschooleducation.com/dfarm.shtml](http://www.preschooleducation.com/dfarm.shtml)
- [www.niehs.nih.gov/kids/musicchild.htm](http://www.niehs.nih.gov/kids/musicchild.htm)



## Publications

- Frank, Marjorie. *I can make a rainbow: things to create and do, for children and their grown up friends*. Nashville, Tenn: Incentive Publications, 1976
- Kostelnik, Marjorie J., ed. and Donna Howe [et al.] *Teaching Young Children Using Themes*. Glenview, IL: Good Year Books, c1991
- Prelutsky, Jack, Meilo So, illus. *Read a rhyme, write a rhyme*. New York: Alfred A. Knopf : Distributed by Random House, 2005
- Rockwell Robert E., Elizabeth A. Sherwood, and Robert Williams, *Hug a tree: and other things to do outdoors with young children*. Mt. Ranier, MD: Gryphon House, c1983

## Titles on music CD, performed by Gari Stein

- |  |                        |   |
|--|------------------------|---|
| 1. This Little Cow                         | 13. Bingo              | 26. Way Up in the Sky                   |
| 2. Sneak Little Wolf                       | 14. This Little Wind   | 27. Here's a Little Bunny               |
| 3. One Two Three                           | 15. Chop-Chop          | 28. Duke of York & A-Hunting We Will Go |
| 4. I Went to Visit the Farm                | 16. Do You Have        | 29. On the Mountain                     |
| 5. Jumping                                 | 17. Here Comes the Bat | 30. 1-1-1                               |
| 6. Following the Leader                    | 18. Gallop all Around  | 31. When I was One                      |
| 7. Here We Go                              | 19. Sneak Chant        | 32. Green Grass Grew All Around         |
| 8. One Little Bat                          | 20. Let's All Walk     | Melody samples from books to sing...    |
| 9. Round the Haystack                      | 21. Chicken Dance      | 33. Brown Bear                          |
| 10. Here are Baby's Fingers                | 22. When Cows Get Up   | 34. From Head to Toe                    |
| 11. Rickety Riding Horse                   | 23. The Cows are Lost  | 35. I Went Walking                      |
| 12. Shoe a Little Horse & Pitty Patty Polt | 24. Grandma's Farm     | 36. Listen to the Rain                  |
|  | 25. A Nest is a House  | 37. Oh My Baby Little One               |
|  |                        | 38. Snappy Little Farmyard              |
|  |                        | 39. Time for Bed                        |

Recorded by Gari Stein of Music For Little Folks at World Class Tapes-Ann Arbor Michigan

# Notes



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